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ABSTRACT

A three-phase investigation studied the nature of extended professional roles (in terms of leadership) among kindergarten through twelfth-grade teachers in Michigan through interviews, a survey of job titles, and a survey of teacher-leaders. Data were collected on professional assignments, work organizational styles, perception of leadership roles, working relationship with peers, educational philosophy, and ways teachers would change their job descriptions and why. Findings show that a large number of teachers are currently engaged in extended professional roles. The teachers have responsibilities cutting across most segments of the school program, including areas of curriculum, staff development, policy, and evaluation. Teacher-leaders indicated that organizational conditions related to their extended role were critical to being effective in their job. They also indicated frustration when confronted with carrying out two major roles. Strong interest was seen in developing a communications network for teacher-leaders for new ideas about carrying out their roles. (CB)

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EXPLORING LEADERSHIP ROLES PERFORMED BY TEACHING FACULTY IN K-12 SCHOOLS

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EXPLORING LEADERSHIP ROLES PERFORMED BY

TEACHING FACULTY IN K-12 SCHOOLS

Teacher leaders are part of the school environment. Teachers who assume or are placed in positions which require professional responsibilities beyond the expected classroom assignment serve a major role in the operation of schools. Much of the current activity in the field of education is focused on the school environment and improvement of teaching, and in this context efforts to improve schools are closely intertwined with the roles filled by individuals who are teacher leaders.

Despite the current call for principals to be instructional leaders, societal pressures and management practices are moving in the direction for all members of an organization to have greater participation in management decisions. Given this development a crucial question is if such a shift in school organization could provide a satisfactory system of management and, if so, what kind of organizational configuration would be required for this system to be established. Further, if the practices required for this change can be adapted to education will they be effective as a means for improving the professional climate of teachers? And, will they provide greater incentives to keep outstanding teachers in the classroom?

The study reported here grew from a premise that responses to several of the proposed improvements in the educational system could be addressed by enhancing the role of teacher leaders who already hold positions in the school organization. Participation of teachers in leadership roles, which extend beyond direct teaching responsibilities, has been commonplace in public schools for many years. During the past several years a wide variety of new jobs have been created in schools to supplement the work of the superintendent, principal, and the more traditional coordinators and

department heads. But, despite these developments, the perception about, and investigation of these roles as integral to the twin issues of school leadership and individual teacher incentive, have been almost completely neglected. It appears that the concept of extended professional roles for teachers has been a widely used but little recognized practice which is becoming more and more central to the management and improvement of schools and student learning (Howey & Willie, 1977; Kenney & Roberts, 1984; Kerr, 1983; and Reilly, 1984).

Further, with many states currently trying to legislate practices which provide for greater teacher incentives, greater teacher participation in school leadership, and improvement in the quality of the schools (Sirkin, 1985), exploration into the current status of these extended roles of teacher leaders appears to be needed. Questions about kinds of roles, the organizational conditions impacting these roles, and the skills and responsibilities of teachers involved in the roles were investigated in this study. Most of the roles studied are not new, they have been a part of schools for some time. In this study we sought to identify more clearly who the teachers are that fill these roles, what they do and how they fit into the school operation.

In Michigan no major effort has begun to develop merit pay or career ladder systems, but Michigan teachers are unionized and have collective bargaining contracts with each school district. Within this system this study attempted to describe the place teachers with active leadership roles have in the schools.

Teacher leaders in this study were defined as having a specific responsibility within the school organization in addition to classroom teaching, but includes classroom teaching. Roles involving coaching, class sponsorship, and advisor to publications and clubs etc. were not part of the

study. The primary focus was on teachers involved in curriculum, instructional and staff development with some designated responsibility in these activities.

A Task Force of educators collaborated with the researchers in this study and served as the main source of guidance for conceptualizing and identifying the extended role concept and for conducting the subsequent investigations. Included on the Task Force were; teacher leaders, state department of education staff, staff and elected leaders from administrator and teacher professional associations, university faculty, superintendents and other school administrators, and staff development coordinators. The Task Force met over a two year period during which three major activities were carried out to obtain information on the extended role concept. Task Force members provided input into these activities, served as experts to develop a questionnaire for the survey, aided in interpreting the information obtained from the investigations, and contributed to the development of the concept and issues related to a wider, more visible use of these roles.

To aid in communicating about about teacher leaders the following definition of the extended role concept was developed:

> The extended professional role for teachers represents an assignment which usually combines a teaching responsibility with other professional activities like staff development, curriculum development, research application and/or other program activities.

The remainder of the report describes three related investigations providing data on extended professional roles, together with conclusions and interpretations from the study which suggest possible directions for the continuation of these developments.

Design of the Study

The study represents a three phase investigation into the nature of extended professional roles and the invididuals who are engaged in them. The

first task was identifying the jobs and individuals engaged in these extended roles. Second, interviews were conducted with five teachers, identified from the initial survey of job titles, to develop a greater perspective on the nature of the roles and to provide a basis on which to develop a questionnaire for surveying a larger number of people. The third step was conducting a survey of teacher leaders, representing a cross section of the roles identified, to find out more about the nature of the roles, what individuals did who had these roles, and the conditions and concerns related to their performing the role.

Job Identification

A complete list of public school and intermediate school districts in Michigan was used to identify all districts with over 70 teachers. The number 70 was arbitrarily set based on the need to reduce the size of the sample and the view that larger districts would be more involved in the use of extended roles. All data and conclusions included in this study, therefore, relate only to districts in the state having over 70 teachers. This population included 250 districts with 81 responding to the request for information on teachers engaged in extended roles, their job titles, and the school in which they worked.

Job listings obtained from school districts indicated that the number of teachers engaged in an extended role assignment ranged from 10 to 20 percent of the total teaching staff. Across districts, these jobs were represented by over 70 different titles (Appendix A) with responsibilities related to subject or content areas, general staff and/or school improvement, student activities, and program coordination.

Interviews

From the list of teachers identified through the initial survey five

individuals were selected for interviews, with their selection based on variations in job title, size of district, geographic location, grade level, and sex. Further requirements for the selection of an interviewee was in the description of the role itself and the need to have direct teaching responsibilities in a classroom. The amount of direct teaching varied among the interviewees from total responsibility for a classroom to periodic teaching in a specialized subject area. The teacher's role description was verified by local administrators before the individuals were contacted for an interview.

The following set of questions was developed and used as a guide during the interviews. The questions were developed by three of the researchers and reviewed by several members of the Task Force to determine their appropriateness and potential for obtaining the desired information.

1. What is/are your professional assignments (teaching, leadership assignments)?

2. How do you personally organize your work to carry out these assignments?

3. How do you perceive your leadership role in the following areas?
   -curriculum development
   -instructional devlopment
   -staff development
   -organizational devlopment
   -networking/communication
   -evaluation of services

4. How do you think your leadership role contributes to your professional growth and opportunities for advancement?

5. How would you describe your working relationship with your peers?

6. If you had the opportunity to change the job description in your leadership assignment, how would you change it and why?

7. What are your general beliefs about education? Your philosophy?

The interviews were conducted by one of the researchers with three being done in the participant's own school and the remaining ones done outside the school environment. Interviews lasted from 40 minutes to one and a half hours

and were audio taped. The tapes were then transcribed and analyzed for responses to the guiding questions.

From these interviews, a personal profile of the targeted group began to emerge as well as certain issues regarding compensation, administrative relationships, quality and origin of the job descriptions, informal and formal communication with peers and adminstrators, perception of facilitator/collaborator vs. leadership responsiblity, desired skills necessary to carry out the role, and the level of isolation within the role.

Using the job titles obtained in the initial survey, and information obtained through the interviews a broad set of job categories was formulated as a basis for further study. These categories were:

1. Elementary level chair
2. Secondary department chair
3. Program coordinator
4. Program consultant
5. Staff development leader
6. Teacher trainer
7. Committee chair
8. Master teacher

Questionnaire

Based on these interviews a questionnaire was developed to survey a large sample of teacher leaders identified from the initial survey. The general nature of the interview questions was modified to reflect more specific information regarding the personal profile and issues pertaining to the roles. The questions were organized into the following groups:

1. Personal background
2. Professional assignment
3. Job responsibilities
4. Job support
5. Professional relationships
6. Personal growth

A prototype questionnaire was developed and reviewed by Task Force members and administered to six teacher leaders with whom Task Force

members had contact. The result of this review and trial was very positive and required only minor revisions in the wording of a few questions to respond to concerns expressed by these individuals about the questionnaire. Most of the questions included space for addtional comments with three questions for general comments.

The questionnaire was mailed to 162 teacher leaders who had been previously identified as having an extended professional role. Selected from the list compiled in the survey of schools, the teachers were chosen on the basis of job category with fifty districts being represented. The direct teaching requirement used for selecting the interview participants was eliminated as a criterion because of its limiting factor in describing a wide variety of extended roles.

Secondary Department Chairs, and Program Coordinators and Consultants represented a cross section of subject area assignments i.e. social studies, English, reading, science and industrial arts. Except for Grade Level and Secondary Department Chairs most job categories cut across all levels of the K-12 program, however, many were subject specific i.e. a reading consultant. Committee Chairs were primarily engaged in curriculum or inservice development projects representing major ongoing activities.

A return of 120 questionnaires (74 percent) was obtained with a high percentage of responses across all job categories. Table 1 provides a summary of the teachers in each job category and the percentage and number of responses obtained.

The data were analyzed according to the total responses and for each job category and included both a percentage analysis for the questions with a yes-no response and the analysis of supplemental comments. Quantitative data from the questionnaire is primarily reported in tables listing total responses and responses for seven of the eight job categories. Master

teachers are included in the total scores, but are not identified separately due to their small number. It is important to note that it may be more significant to view these responses as a total than by any artificial set of job categories which were used to insure getting information from a broad base of the population.

Table 1
Summary of Responses to Questionnaire

	Number in Sample	Number Responses	Percent Response
Elem. Level Chairs	13	10	77%
Sec. Level Chairs	46	35	76%
Program Coordinators	36	28	78%
Program Consultants	18	11	61%
Staff Development Leaders	14	12	86%
Teacher Trainers	13	9	69%
Committee Chairs	18	11	61%
Master Teachers	4	4	100%
Totals	162	120	74%

Report of Data

Data from the questionnaire are reported in sections on (a) the personal background and incentive of teacher leaders, (b) job description and conditions, (c) job incentives and satisfaction, (d) support and resources, (e) job assignment, and (f) general comments.

Personal Background

Individuals engaged in extended role assignments indicated they had taught for 18 years with 16 years of experience in their present district (Table 2). But, in Michigan few new teachers have been hired by districts for the past several years, resulting in a relatively high age level for all teachers in the state. Further, the teachers have spent most of their professional careers in the same district, but again this may be a result of the employment picture in the state as teaching positions were not available

for cross-district mobility. Staff Development Leaders have held their positions for the shortest period of time, which may be related to the length of time these roles have been established. Program Consultants have held their roles for the longest time period averaging 10 years in length. It would appear that most teachers have had about 10 years of experience in the present district before assuming their extended professional role.

Table 2
Personal Background

Items	Mean	Elem. Level Chair	Sec. Level Chair	Prog. Coord.	Prog. Cons.	Staff Dev. Leader	Teacher Trainer	Com. Chair
Years in Teaching	18yrs.	16yrs.	18yrs.	19yrs.	15yrs.	14yrs.	18yrs.	18yrs.
Years in district	16	15	15	17	14	14	16	16
Years in ext. role	6	5	6	7	10	4	6	7
MA degree	88%	100%	80%	100%	100%	92%	89%	55%
EdS or PhD degree	13%	10%	3%	14%	18%	8%	22%	18%

Only 55 percent of the Committee Chairs held an MA degree while nearly all other respondents had this degree. A small number of individuals from any of the job groups held either an EdS or a PhD degree.

Job Description and Conditions

Nearly half of the teachers held more than one extended role with Secondary Department Chairs being least likely to hold more than one role. (Table 3). Other teacher leaders indicated they frequently held additional roles with over 73 percent of the Staff Development Leaders and Teacher Trainers engaged in more than one extended role.

Most teacher leaders were members of the bargaining unit (95 percent) with considerable variation occurring across groups in the use of formal job descriptions and including descriptions in master contracts. Job descriptions were written for 67 percent of the roles with those for Elementary and Secondary Chairs most commonly included in the contracts.

Some variation in use of job descriptions may be attributed to the longevity of the roles.

Table 3
Job Description and Conditions

Items	Mean	Elem. Level Chair	Sec. Level Chair	Prog. Coord.	Prog. Cons.	Staff Dev. Leader	Teacher Trainer	Com. Chair
Written job des.	67%	90%	80%	68%	82%	50%	50%	27%
Bargaining unit	95%	100%	94%	89%	100%	100%	100%	91%
Job in contract	39%	67%	63%	22%	36%	10%	38%	18%
Multiple roles	45%	40%	21%	57%	57%	73%	78%	45%
Selection by-								
Adm. appointment	66%	60%	75%	67%	64%	50%	50%	67%
Application	39%	50%	37%	44%	64%	25%	38%	27%
Peer selection	17%	0%	26%	7%	18%	17%	0%	36%
Volunteered	11%	10%	9%	12%	9%	17%	13%	18%

*Multiple procedures appear to be used in some cases.

Selection of teacher leaders for addtional roles was primarily by administrative appointment (66 percent). Additional processes i.e. application and peer selection were more supplementary than integral procedures. Selection by peers is obviously not a common practice (17 percent).

Job Incentives and Satisfaction

Providing released time and added incentive to teachers who assume extended roles varies considerably across job groups (Table 4). However, 63 percent of the teachers did receive added compensation in some form, usually money, with the highest response rate given by Elementary Level Chairs and Secondary Department Chairs. Staff Development Leaders and Teacher Trainers appeared to be less rewarded with money, but both groups were at the top of the list for regularly scheduled released time. The remaining teachers were occasionally given released time for special situations to carry out their extended role activities in addition to a full-time teaching responsibility. Groups with the smallest percentage of individuals having regularly scheduled

time for their extended role were Elementary Level Chairs, Secondary Department Chairs and Committee Chairs.

Table 4
Job Incentives and Satisfaction

Items	Mean	Elem. Level Chair	Sec. Level Chair	Prog. Coord.	Prog. Cons.	Staff Dev. Leader	Teacher Trainer	Com. Chair
Added Compensation	63%	100%	89%	48%	50%	33%	38%	45%
Added Money	61%	100%	89%	48%	50%	25%	25%	36%
Conf. Reimbursement	21%	10%	11%	29%	22%	17%	38%	27%
Released Time-								
20-50 percent	26%	10%	11%	43%	18%	50%	33%	0%
100 percent	5%	0%	0%	4%	27%	0%	22%	0%
Compensatory	8%	0%	6%	13%	22%	0%	0%	9%
Career Advancement	82%	88%	71%	88%	90%	90%	75%	23%
Role Success	96%	100%	86%	100%	100%	100%	100%	100%
Role Satisfaction	90%	80%	96%	100%	90%	88%	91%	100%
Network System	86%	70%	84%	83%	100%	100%	86%	100%

Based on information obtained in this study, teacher leaders, with extended professional roles in public schools, constituted over 10 percent of the teaching force and were involved in a wide variety of school activities. This involvement in school operations was accomplished with some additional compensation through both formal and informal job arrangements. A high level of satisfaction and success in the role was indicated by all teacher leaders. They also indicated a belief that engaging in their extended role was beneficial to advancement in the profession. For obtaining additional support and self-improvement 86 percent responded positively to forming an information network system.

Support and Resources

Support in the form of materials appeared substantial (79 percent positive), but other forms of support were lower and varied greatly across groups (Table 5). Space for professional use was lowest for Elementary and

Secondary Chairs. Administrative support was rated high by most groups with time available for working with teachers perceived as a problem by 71 percent of the teachers. Only Program Consultants and Staff Development Leaders indicated some level of satisfaction in having enough time to work directly with teachers (60-67 percent). More teacher leaders with 100 percent released time (60%) were satisfied with the available time to work with teachers than those who had between 20 and 50 percent released time (40%).

Table 5
Support and Resources

Items	Mean	Elem. Level Chair	Sec. Level Chair	Prog. Coord.	Prog. Cons.	Staff Dev. Leader	Teacher Trainer	Com. Chair
Resources-								
Physical space	54%	22%	35%	65%	100%	70%	75%	36%
Financial	59%	67%	55%	58%	70%	50%	50%	73%
Materials	79%	67%	59%	85%	90%	100%	88%	91%
Adm. Support	86%	78%	85%	88%	90%	70%	100%	91%
Adm. interactions	81%	90%	91%	69%	67%	64%	88%	82%
Teacher interactions	78%	90%	91%	61%	60%	64%	88%	82%
Time for teachers	29%	0%	29%	19%	60%	67%	25%	9%
Assistance from-								
Administrators	68%	100%	70%	50%	40%	80%	29%	73%
Un. faculty	52%	20%	45%	55%	70%	50%	57%	64%
ISD staff	43%	20%	30%	50%	70%	50%	43%	45%
Other teachers	50%	80%	48%	45%	0%	60%	63%	64%
Prof. associates	74%	80%	55%	82%	80%	90%	100%	64%

Sources used for obtaining professional assistance varied greatly across the different role groups. The least tapped source of assistance was the Intermediate School District Staff (43%), while the group used most was professional associates. Some major differences occurred in the sources of assistance with only 20 percent of the Elementary Level Chairs reporting the use of university faculty compared to 70 percent by Program Consultants. In addition no Program Consultants reported using other teachers while 80 percent of the Elementary Chairs reported they did utilize other teachers.

Twenty-nine percent of the Teacher Trainers indicated utilizing administrators compared to 100 percent using professional associates.

Job Assignments

Extended role assignments not only involved a wide variety of different job titles but also multiple responsibilities within these assignments. The focus of these responsibilities was related to all aspects of the school and its constituencies and to programmatic activities. Variations did exist across the different roles, with Program Consultants appearing to be more involved with all constituencies, while few other teacher leaders were directly engaged in community activities (Table 6). Nearly all teacher leaders (91%) appeared to work directly with other teachers.

Table 6
Job Assignments

Items	Mean	Elem. Level Chair	Sec. Level Chair	Prog. Coord.	Prog. Cons.	Staff Dev. Leader	Teacher Trainer	Com. Chair
Focal groups-								
Teachers	91%	90%	91%	89%	100%	100%	88%	80%
Administrators	64%	60%	63%	50%	100%	67%	63%	60%
Students	56%	50%	46%	68%	82%	58%	38%	60%
Community	29%	10%	20%	36%	64%	17%	13%	40%
Area of focus-								
Curriculum	91%	100%	100%	85%	90%	53%	63%	100%
Instruction	75%	80%	63%	78%	100%	83%	100%	64%
Personal	33%	22%	37%	27%	45%	60%	38%	18%
Form of assistance-								
Encourage collaboration	68%	67%	63%	57%	70%	100%	100%	45%
Encourage info. sharing	82%	100%	71%	83%	100%	73%	88%	91%
Resource center	38%	11%	38%	57%	100%	64%	38%	9%
Ranked time alloc.-								
Program development	2.0	1.5	2.3	2.1	2.5	1.4	1.5	2.0
Informal tch. contact	2.3	2.9	2.4	2.4	2.0	2.8	2.6	2.7
Administration	2.4	2.5	2.0	2.7	2.0	2.5	3.9	2.8
Formal tch. contact	2.9	3.1	3.1	2.8	3.4	2.8	1.4	2.7

Teacher leaders indicated they were heavily engaged in both curriculum development, and instructional improvement activities (91 and 75 percent

respectively) with Staff Development Leaders and Teacher Trainers giving higher responses for their work in the area of instruction. Thirty-three percent of the teacher leaders indicated they provided assistance to teachers for personal problems. Except for Staff Development Leaders responses for providing personal assistance to teachers were lower than for other activities. Elementary Chairs and Teacher Trainers were most commonly engaged in more than one subject area, but 52 percent of the total population indicated responsibility for multiple subject areas.

A large percentage of teacher leaders did facilitate collaboration on activities and encouraged information sharing (68 and 82 percent respectively). Many also maintained resource centers for use by teachers (38 percent) with all the Prorgram Consultants indicating they maintained a resource center. Allocation of time for different activities also varied across groups with program development activities ranked first by the total group and formal contacts with teachers as the lowest. Teacher Trainers, however ranked formal contacts with teachers as their highest time committment and administrative activities as the lowest.

Extended role assignments not only involve a wide variety of different job titles but also multiple responsibilities within these assignments. The focus of these responsibilities is related to all aspects of the school and consitituencies and to programmatic activities.

General Responsibilities

Further analysis of comments by respondents about their responsibilities and what they did to carry out their assignment produced over 50 different activities. These activities were clustered according to the tasks involved and labeled with the following descriptors:

Staff Development and Consultation Responsibilities
Curriculum Improvement Responsibilities

Administration Responsibilities
Policy and Planning Responsibilities
Evaluation Responsibilities

Activities related to each of these major areas of responsibility are listed in Appendix B.

No teacher leader engaged in all these activities, but most indicated involvement in multiple areas of responsibility. Some variations in responsibility across job categories were indicated by their comments. Elementary and Secondary Chairs, and Program Coordinators and Consultants were more involved in administrative and policy activities while Staff Development Leaders and Teacher Trainers indicated more activities for staff development and consultation.

Teacher leaders engage in major leadership activities across most areas of the school program. These responsibilities are obviously important to the school operation and reflect a form of leadership which is frequently without formal sanction, but which provide a significant contribution to the institution.

General Comments

Based largely on comments from the teacher leaders, several major organizational factors were noted by respondents which influence the effectiveness of extended roles within a given school.

Job description and expectations. The need for specific job description guidelines is crucial as noted in all job description categories surveyed. The repondents indicated a need by using terms such as explicit, definite, and well-planned when defining the roles. The percentage of teacher leaders who considered the job description crucial were: Committee Chairs, 75%; Teacher Trainers, 57%; and Secondary Chairs, 50%. There did not appear to be a consensus on the specific aspects of a job description, only that a clear description should exist. Related to the issue of job description was that

of goal setting for carrying out the role. This recommendation was cited among Elementary and Secondary Chairs, Program Coordinators, and Staff Developers.

Paralleling the need for a job description and goal setting in developing the given role, were comments on the actual need for the role in the district. Even though respondents in all categories, except Committee Chairs, felt their role was important, isolated comments among the respondents appeared to question the value of the roles as presently defined in a district.

Selection and qualifications. Among all role categories, the vast majority of respondents noted they were selected for the role by administrative appointment. Given this major factor conditions which should be considered are, to whom or to what are the activities in the extended role directed? The apparent issue in personnel selection is the incongruity between those selecting and those being represented/benefiting from the actual role.

Personal training necessary for the extended role was included in comments from Progam Coordinators, Teacher Trainers, Program Consultants, and Secondary Chairs. The need for problem-solving techniques, stress management (the same as for administrators), inservice needs for the role, need to attend conferences, as well as the need for administrative "know-how," and "being updated on current instruction practice," were included in comments made by respondents.

When respondents were asked what personal and professional attributes a person should have to be successful in their extended role, the results were significant, not because of subtle differences or the fact that those surveyed within one role could not agree on precisely what attributes were

needed, but because of the similarity in descriptions among the roles. There appeared to be agreement among teacher leaders in all roles on the top six personal qualities needed for the positions. The qualities noted also appeared to be a blend of professional/personal attributes. Qualities suggested were being (a) adept in dealing with people, (b) skilled in communications (oral and written), (c) flexible, patient, objective, (d) competent in the subject field and respected by their peers, (e) organized, and (f) committed to the role.

Support. When respondents were asked for their general reaction to the extended professional role, the need for good administrative support was cited among Elementary and Secondary Chairs, and Program Coordinators and Consultants. Peer group support for the teacher leader appeared to be vague, and was noted by comments from Secondary Chairs, Program Coordinators, and Committee Chairs as "not appreciated." "Lack of support from central office and administration," and "must listen to ideas," were further comments within this category.

The support system provided teacher leaders appeared to evoke the most significant criticism of the extended role position with comments such as: "difficult to play administrator role when one is not an administrator;" "have no authority;" "frustrating;" and "staff members play down significance of the role." Other comments included: "not respected by other teachers;" "in no-man's land;" "Principals feel threatened;" "little attention from administration;" and "need to develop better relationship with adminstration." Comments by indivdiual respondents were not always consistent with their direct response to the questions. As perceived by respondents in this study the school administrative role, with its various job tasks, appears to be in some conflict with the teacher leader role.

Communication. Communication appeared to be vague and non-directional

for the majority of teacher leaders surveyed. There also appeared to be no provision for a defined information network among colleagues and with the administrative staff, or provision for including the teacher leader in administrative networks.

Conclusions and Interpretations

Whether extended professional roles for teacher leaders may serve as an incentive for the career teacher and provide a means to more fully integrate these individuals into the operation of the schools is a question for continued exploration. Despite the extensive use of such roles in schools few people have viewed these educators as a group in the same way as other leaders, i.e. principals, have been viewed.

This investigation of extended professional roles has focused on three main areas (a) identifying the individuals engaged in these roles, (b) describing the kinds of responsibilities and activities in which these teacher leaders were engaged, and (c) developing a description of organizational conditions related to these roles.

A large number of teachers in schools are currently engaged in extended professional roles. These teachers have responsibilities cutting across most segments of the school program including areas of curriculum, staff development, policy, and evaluation, With recent additions to school programs i.e. for computers and gifted and talented activities, new roles are being developed. The large number and all-encompassing responsibilities of teacher leaders is one of the major conclusions of this study.

Viewing these educators as a group of professionals with common responsibilities and competence could have a tremendous impact on the operation of a school. Increasing the opportunity for collaboration and acquiring more professional skills applicable to the roles could provide

schools with resources not now being fully utilized.

Sub-sets of teachers with extended roles, i.e. as Secondary Chairs or Program Coordinators, have been largely tied to specific subject areas. Yet, in the analysis of responsibilities for different job categories, considerable similarity was found in the activities being carried out. Nearly all individuals in this study were heavily involved in staff development and curriculum improvement. Further collaboration among teacher leaders on these and other common responsibilities, regardless of subject matter focus, might provide a broader picture of the school and greater personal reward for the individuals involved.

Teacher leaders indicated that organizational conditions related to their extended role were critical to being effective in the job. A general conclusion pertaining to these conditions would state that, the closer the role is to a group's expectations in which its activities are focused, the more effective the role and the participant in that role. Appearing to be of equal importance to this condition is the group's participation in the selection of the teacher leader.

Teacher leaders in this study indicated a certain amount of frustration when confronted with carrying out two major roles, one of which required classroom teaching. Those teachers having some level of released time evidenced less concern for the demands on their time, but they also indicated it was a problem. Despite these difficulties, however, the vast majority of teacher leaders did not indicate an interest in discontinuing their multiple role, or in shifting to a more formal administrative position. They did report a high level of opportunity and satisfaction in their position.

Purposes for having extended professional roles could be interpreted as (a) providing a support system to other teachers carrying out their job, and (b) a means for better achieving the operational tasks and goals of the

school organization. Within these purposes are embedded the potential for increased teacher participation in organizational management and decision making, and a means to provide greater rewards and recognition to capable teachers. Achieving these outcomes, from the increased use of teacher leaders, provides an added career choice for teachers who desire more involvement with the total school operation without complete separation from a direct teaching responsibility, as well as allowing for growth in the profession.

In contrast to some current attempts at providing increased teacher rewards and responsibility in the schools, the roles described in this study already exist. Not reaching the total potential for such roles may be due more to a lack of awareness and perception of what these roles are than to the nature of the roles themselves.

A strong interest by teacher leaders in developing a commmunications network suggests an openness for gaining new ideas about carrying out the roles. A major effort involving conferencs, publications, and funding are required to bring this about. Different levels of networking also provide for different emphases. Cross-district, state and national networks could address different issues and meet needs of individuals in whatever capacity they may be working.

A concentrated effort to enhance the roles of teacher leaders which already exist appears as a viable alternative to establishing a new and perhaps competing set of roles in the schools. Further, by considering teacher leaders with extended roles as a group of educators engaged in many similar responsibilities, greater attention could be given to their preparation, their visibility, and to recognizing them within the organization.

A summary of possible assumptions derived from this study are:

1. The use of extended professional roles for teacher leaders has the potential for increased teacher participation in school management and decision-making.

2. The increased use of extended professional roles for teacher leaders could serve as a means of providing increased rewards, recognition and visibility to outstanding teachers.

3. If teacher leaders were perceived as having similar responsibilities greater attention could be given to their common preparation and professional collaboration.

4. A concentrated effort to enhance the roles of teacher leaders which already exist appears a viable alternative to establishing new and perhaps competing roles.

Questions and Issues Involved in Enhancing Extended Roles

Several additional issues need to be addressed if this concept of extended professional roles is to be expanded and/or enhanced. Issues like the amount of support needed to carry out such roles within the schools and labeling or formalizing role descriptions are policy and bargaining topics. Clarifying communication channels and collaboration among teacher leaders and administrators is necessary in addition to a peer acceptance and recognition of the role being carried out by these educators. Appropriate educational preparation and provision of resources and a support system are additional concerns to be addressed.

Personal factors important in implementing the roles include; how much collegiality is perceived by the indivdiual, how well a person is prepared for the responsibilities, and how does a person grow in the role? In contrast to career ladder proposals, where formal evaluation procedures are common, further exploration of how people take on these extended roles, as defined here, is needed. Also central to the full use of teacher leaders is the organization of the school day and school year.

Future Studies

Several questions need to be investigated for the further development of

Faculty Leadership Organization Plans in K-12 schools. One of the most important questions are the perceptions of administrators and of other teachers toward teacher leaders. Further investigation is also needed on different ways to carry out the multiple responsibilities, and how resources are being used in conjunction with teacher leaders. More information on organizational aspects of the roles as reflected in teacher contracts, job descriptions, and compensation are also important and central to making any extensive changes or additions to the current situation.

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Appendix A
Job Titles for Teacher Leaders*

Elementary Level Chair

First grade teacher/building chairperson
First grade group leader
Third grade group leader
Fourth grade group leader
Fifth grade group leader
K-4 Chairperson-Kindergarten
K-4 Chairperson-1st grade
K-4 Chairperson-2nd grade
K-4 Chairperson-3rd grade
K-4 Chairperson-4th grade
Curriculum Facilitator-1st/2nd grade
Curriculum Facilitator-3rd grade
Curriculum Facilitator-4th/5th grade
6th grade department head

Secondary Department Chair

Exploratory Chairperson
Social Studies Chairperson
Mathematics Chairperson
Industrial Arts Chairperson
Physical Education Chairperson
Physical Education/Health Department Chairperson
Art/Music Chairperson
Fine Arts Department Chairperson
Special Education Chairperson
Science Department Chair
Language Arts Department Chairman
Teacher/Department Chairman, Business Education
7-12 Foreign Language Chair
7-12 Home Economics Chair
7-9 Mathematics Chair
Career Education Director
Vocational Education Director
7th/8th Grade Social Studies
7th/8th Grade Unified Arts
7th Grade Science
7th Grade Mathematics
K-12 Department Chairperson-Music
K-12 department Chairperson-Special Education
Building Level Chair-High School Language Arts
Building Level Chair-High School Industrial Education
Building Level Chair-Junior High Social Studies
Building Level Chair-Middle School Reading
Allied Arts Chair-6-8

(Appendix A con't.)

Program Coordinator

Coordinator of School Gifted and Talented Program
Research Coordinator
District K-12 Music Coordinator
Vocational Education Coordinator
Computer Coordinator
Instrumental Coordinator
Social Studies Coordinator
Media Coordinator
Co-op Coordinator
K-8 Math Coordinator
Reading Coordinator
SPARK Coordinator
Testing Coordinator
Art Coordinator
Science Coordinator
Coordinator of Elementary Science
Fine Arts Coordinator

Program Consultant

Teacher Consultant
Computer Consultant
Science/Math Consultant
District Math/Reading Consultant
District Technology Consultant
Building Reading Consultant
Consultant for Gifted and Talented Program
General Curriculum Consultant
Special Education Consultant
Vocational Education Consultant
Curriculum Resource Consultant
K-12 Reading Consultant

Staff Development Leader

Math Lead Teacher
Chapter 1 Reading Lead Teacher
Special Education Staff Development
LEAP Teacher
Team Leader Consultant
Social Studies Curriculum/Staff Development
Staff Development

(Appendix A con't.)

Teacher Trainer

ISET Trainer
Teaching Strategies Inservice and Demonstration Teaching
Trainer/Coordinator
Trainer

Committee Chair

High School Teacher Curriculum Council
Jr. High Teacher Curriculum Council
Elementary Teacher Curriculum Council
Chairwomen of English Curriculum Development and Corrdinating Committee
Chairperson of District's K-12 Industrial Arts Curriculum Coordinating Com.
Chairperson of District's K-12 Health, P.E., and Alcohol Curriculum Com.
District Chairperson of K-12 Commication and Dramatic Arts Curriculum Com.
Chair of K-12 Career Education Committee
Chairperson of District Gifted and Talented Committee
Chairperson of District Spelling Committee
Chairperson of Multicultural Education Committee
Chairperson of Staff Development Committee

Master Teacher

District Master Teacher: Science
District Master Teacher: Social Studies
Teacher in Charge of Long Range Planning: Secondary
Teacher in Charge of Long Range Planning: Elementary

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*Additional comments in district job descriptions helped to classify job title according to the designated group.

Appendix B
Activities Carried out for Assigned Responsibilities

Staff Development and Consultation Responsibilities
Conduct teacher inservice
Provide observations and feedback to teachers
Provide workshops
Recommend speakers and field trips for inservice
Establish a resource center
Coaching
Demonstrate teaching techniques
Assist teachers and students to adapt assignments
Demonstrate lessons
Consult with teachers on special education students
Consult with teachers on professional problems
Provide counseling on problem students
Assist teachers to deal with stress

Curriculum Improvement Responsibilities
Select texts
Review of content area of curriculum
Write course objectives
Lead curriculum council
Design curriculum
Serve on textbook committee
Update subject matter
Review language arts guide
Write computer programs
Select instructional materials
Write instructional units
Conduct pilot of new programs
Obtain and develop resource materials

Administration Responsibilities
Schedule teaching assignments
Work with other school districts
Write grant proposals
Order instructional materials
Evaluate staff
Conduct department meetings
Assess work done by curriculum committee
Secure funds for new programs
Develop budgets
Plan summer school
Provide district policies to teachers
Serve as liaison between teachers and administrators
Chair committees
Interpret contracts

(Appendix B con't.)

Policy and Planning Responsibilities
Develop school grading policies
Develop school graduation policies
Develop attendance policies
Participate in long range school planning
Work with community
Report school policies to parents

Evaluation Responsibilities
Analylze test data for curriculum development
Conduct student testing
Analyze test data for school improvement
Obtain student feedback on courses
Evaluate student attitudes
Evaluate curriculum
Conduct surveys